

St Matthew's Church of England Primary School (Voluntary Aided)

SCHOOL BEHAVIOUR POLICY

The purpose of this document is to set out clearly our policy on behaviour and discipline.

PRINCIPLES AND VALUES OF THE SCHOOL

Our policy is in harmony with the appropriate general aims of St. Matthew's School as set out below and published more fully in the school prospectus and policy file.

1. We should endeavour to ensure that the school is a caring society where each child can find security, enjoyment, friendship, guidance and support.
2. The school should be organized in such a way that its daily business is conducted in a quiet, orderly manner, thus giving every child the opportunity to study and learn.
3. Each child should be respected as an individual with his or her particular needs and talents and treated equally irrespective of **age, gender, race or creed**. He/she should be given all possible encouragement, praise and recognition. We should assist each child to cope with success, failure and criticism.
4. Each child should be helped to develop an awareness of self and sensitivity to others and their needs; be aware of his/her duties and responsibilities to others; acquire and hold to a set of moral values and develop habits of self-discipline and acceptable behaviour.

The Policy should also reflect the brief statement of our policy on Discipline, set out in the school brochure, which is as follows:

“Children are expected to conform to certain standards of behaviour. They are encouraged to show respect for others and their rights and to show due consideration for the property of others. Where a child's behaviour is giving cause for concern, parents will be invited to visit the school in order to discuss with the staff a joint approach to the problem.”

The attitude of each individual member of staff – teaching and non-teaching – is critical to the atmosphere and relationships within the school. The children learn much from the examples they are set within the school community. It is certain that if they see the staff relating well to one another, co-operating and working with dedication – that the majority of children will respond.

Likewise, if children see close co-operation between their parents and staff then they are more likely to develop positive attitudes towards school. We value very highly the support of parents and hope that they will display a confidence in the staff of this school in front of their children. This will influence the attitude of the children to the authority of their teachers.

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Relationships are at the foundation of discipline within school and relationships between child and teacher is paramount. Each individual teacher will strive to establish the type of working relationship with which they feel most comfortable. However, there should be certain common elements in each pupil/teacher relationship such as:-

- Mutual respect
- Trust
- Friendship – but not familiarity
- Understanding

A stimulating, differentiated and relevant curriculum that is implemented in a well-organised manner.

To achieve our aims and objectives this Behaviour Policy addresses three issues:-

- Expectations
- Code of conduct
- Rewards and sanctions

EXPECTATIONS

All parties involved in the school can quite properly have expectations of each other, which should be met. Our working relationship is set out in the attached Home/School Agreement.

Behaviours we like to see in school

Kindness to others	Tidiness
Thoughtfulness	Politeness
Helping those who need it	Working well
Trying hard	Care of our school
Doing our best	Being on time

Rewards of many kinds have a role to play. Children generally wish to please and thrive on praise. We have a system of rewards for a wide range of achievements.

The rewards should be appropriate and accessible – able to be earned by all children. The reward should be given as soon as possible after the event.

We welcome the opportunities to recognise pupil and staff achievement. We do so with the following:

Verbal praise	Stickers
Praising each other	Certificates and commendations
Telling parents and parents telling us	Special class and school assemblies
Smiley faces	Table points
Marble jars	Parent letters and interviews
Sharing with adults	House points

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The rewards are given for a wide range of achievements. These include the following:

Trying hard
Helpfulness

Consideration
Excellent behaviour

Good work
Kindness shown to others

We welcome parents' views and their contributions to the reward systems.

CODE OF CONDUCT

It is important that everybody working within the school is aware of all the school rules and that they are applied consistently. It is our intention that there should be as few rules as possible consistent with our overall aims.

The one rule of all of us in school is: "Everyone will act with courtesy and consideration towards others at all times."

This means that:

1. We always try to understand other peoples' point of view.
2. We treat others courteously.
Speak politely, in a low voice, (shouting is always discourteous)
Open doors for adults and visitors to the school
Refer to adults by their titles and name i.e. Mrs Jones.
3. Bullying of any kind is totally unacceptable. Other rude or unkind behaviour will be viewed as equally serious.
4. In class you make it as easy as possible for everyone to learn and for the teacher to teach.
This means arriving on time with everything you need for that lesson.
Beginning and ending the lesson in a courteous and orderly way.
Listening carefully, following instructions.
Helping each other when appropriate.
Being quiet and sensible at all times.
Being silent when required.
5. Walk in and around the building without disturbing others.
6. Always treat property, the environment with respect.
7. Keep the school clean and tidy.

Remember that out of school St. Matthew's reputation depends on the way you behave.

CLASS RULES

These will be established by the individual class teacher and will be negotiated with the children. However, they will always be aimed at ensuring that there is a quiet, orderly, secure environment in which the children may work.

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SANCTIONS

We do not live in a perfect world and children do not always succeed in reaching the standard of behaviour that we set for them. Therefore, it is necessary to have a series of strategies and sanctions to fall back on when rewards do not succeed.

- All punishments should be administered as soon after the event as possible.
- They should be seen to be reasonable, proportional to the offence, appropriate and fair.
- They should not be demeaning to the offender.
- Sanctions should, in general, be known and understood by all involved.
- Sanctions should not take the form of additional work in any area of the curriculum as this may well build up a negative attitude towards the subject concerned.

SUMMING UP

This policy document should meet several criteria and fulfil those functions as set out below:

1. This policy reflects the Christian ethos of the school as established over many years. We believe that our school is a caring and concerned institution where each child is valued as an individual.
2. It reflects the reasonable expectations of pupils, staff, parents, governors and all those with whom the school comes into contact.
3. It ensures that there is a consistency throughout the school in what is perceived to be an acceptable standard of behaviour and the means adopted to reach that standard.

Review Date: January 2014